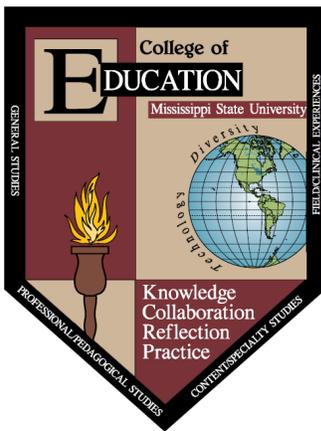


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	SS 4103
Course Title:	Ethics in Sport Management
Credit Hours:	Three (3) semester hours
Course Type:	Lecture
Catalog Description:	Ethical issues relevant to administration in the sport business industry across a range of areas, including professional sport, collegiate sport, and youth/ high school sport.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Develop knowledge regarding the social justice and ethical issues associated with sport management. (CFPO #1, 6)
2. Understand various theories associated with ethics and moral development related to management in the sport industry. (CFPO #3, 8)
3. Develop knowledge and understanding of the ethical and social issues associated with the concepts of planning, organizing, leading, and evaluating in relation to the sport business setting. (CFPO #4, 5)
4. Develop knowledge regarding social issues and ethical concepts associated with leadership, decision making, and evaluating skills. (CFPO #4, 6)
5. Develop critical thinking and expression regarding social and ethical issues that a sport administrator may encounter. (CFPO #2, 6)

Topics Covered in the Course:

Introduction to Ethical Reasoning and Critical Thinking (3 hours)
Principles of Ethical Reasoning (3 hours)
Theories of Ethics and Social Justice (3 hours)
Ethical Concerns in Sport and Sport Management (3 hours)
Experiences of Unethical Actions in Sport (3 hours)
Rules and Moral Problems (3 hours)
Rights and Responsibilities, Professional Ethics, and Social Responsibility (3 hours)
Ethical Considerations and Decision Making (3 hours)
Marketing, Mascots, Eligibility, Elimination, and Sport (3 hours)
Racial and Gender Equity (3 hours)
Human Resource Management (3 hours)
Ergogenic Aids for Sport Performance, Ethics, and Technology in Sport (3 hours)
Future of Ethics in Sport Management (3 hours)
Ethical scenarios (3 hours)
Ethical judgment (3 hours)

Required Text:

DeSensi, J. T., & Rosenberg, D. (2003). *Ethics and morality in sport management* (2nd edition). Morgantown, WV: Fitness Information Technology, Inc.

Methods of instruction:

Instruction will take place through lectures and class discussions.

Suggested Student Activities:

1. Complete assigned readings (objectives 1, 2, 5)
2. Participate in class discussions (objectives 1, 2, 3)
3. Complete assigned projects (objectives 2, 3, 5)
4. Study for and take exams (objectives 2, 3, 4)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to MSU, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>.

Technology:

An updated calendar, list of readings, and other assignments will be posted on myCourses. Students are encouraged to check the course page on myCourses often.

Diversity:

Although diversity is not the central focus of this course, students will be encouraged to think critically about how diversity relates to issues of ethics in the field of sport management.

Disability:

Students who have a disability that requires accommodation(s) should make an appointment with the Office of Student Support Services and Disability Support Services (325-3335) to discuss their specific needs.

Field Component:

This course does not have a field component.

Evaluation of Student Progress:

Evaluation involves a combination of in-class assessments, independent projects, and examinations. The in-class assessments are designed to allow students to practice collaboration in discussing current topics relevant to sport management. The independent projects encourage students to be self-sufficient and develop writing skills. The examinations are designed to encourage mastery of course content.

A = 100% - 90%, B = 89% - 80%, C = 79% - 70%, D = 69% - 60%, F ≤ 59%

Bibliography:

- Breitbarth, T., & Harris, P. (2008). The role of corporate social responsibility in the football business: Towards the development of a conceptual model. *European Sport Management Quarterly*, 8(2), 179-206.
- Camiré, M., & Trudel, P. (2010). High school athletes' perspectives on character development through sport participation. *Physical Education & Sport Pedagogy*.
- Corrion, K., Long, T., Smith, A. L., & d' Arripe-Longueville, F. (2009). "It's not my fault; it's not serious": Athlete accounts of moral disengagement in competitive sport. *The Sport Psychologist*, 23, 388-404.
- Dunn, W. R., George, M. S., Churchill, L., & Spindler, K. P. (2007). Ethics in sports medicine. *The American Journal of Sports Medicine*, 35(5), 840-844.
- Hodge, K., & Lonsdale, C. (2011). Prosocial and antisocial behavior in sport: The role of coaching style, autonomous vs. controlled motivation, and moral disengagement. *Journal of Sport & Exercise Psychology*, 33, 527-547.
- Morgan, W. J. (2007). Fair is fair, or is it? A moral consideration of the doping wars in American sport. In A. J. Schneider & Hong (Eds.), *Doping in sport: Global ethical issues* (pp. 122). New York: Routledge.
- Romand, P., Pantaleon, N., & Cabagno, G. (2009). Age Differences in Individuals' Cognitive and Behavioral Moral Functioning Responses in Male Soccer Teams. *Journal of Applied Sport Psychology*, 21(1), 49-63.
- Steinfeldt, J. A., Rutkowski, L. A., Vaughan, E. L., & Steinfeldt, M. C. (2011). Masculinity, Moral Atmosphere, and Moral Functioning of High School Football Players. *Journal of Sport & Exercise Psychology*, 33(2), 215-234.

Tamburrini, C. (2007). Are doping sanctions justified? A moral relativistic view. In A. J. Schneider & Hong (Eds.), *Doping in sport: Global ethical issues* (pp. 23-35). New York: Routledge.